

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

| | | |
|-------------------------------|--|---|
| Program authority: | General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32 | FOR TEA USE ONLY <small>Write NOGA ID here:</small> |
| Grant period: | October 1, 2014, to August 31, 2016 | |
| Application deadline: | 5:00 p.m. Central Time, May 13, 2014 | |
| Submittal information: | <p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p> | <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 13 PM 3:25 DOCUMENT CONTROL CENTER TECHNOLOGY LENDING GRANT </div> |
| Contact information: | Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|--|-------------------|-----------------------------|-------------|
| Organization name | County-District # | Campus name/# | Amendment # |
| Brazos School for Inquiry and Creativity | 021803 | 001, 102, 104 | |
| Vendor ID # | ESC Region # | US Congressional District # | DUNS # |
| | VI | | 966851219 |
| Mailing address | City | State | ZIP Code |
| 410 Bethel Lane | Bryan | TX | 77802 |

Primary Contact

| | | | |
|--------------|------------------------------|-----------|----------------|
| First name | M.I. | Last name | Title |
| Katy | | Greenwood | Superintendent |
| Telephone # | Email address | | FAX # |
| 979-775-2152 | kgreenwood@brazossschool.org | | 979-774-5039 |

Secondary Contact

| | | | |
|--------------|--------------------------|-----------|---------------------------------|
| First name | M.I. | Last name | Title |
| Jesus | | Lujan | District Technology Coordinator |
| Telephone # | Email address | | FAX # |
| 979-775-2152 | jlujan@brazossschool.org | | 979-774-5039 |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------------------------|------------------------------|-------------|----------------|
| First name | M.I. | Last name | Title |
| Katy | | Greenwood | Superintendent |
| Telephone # | Email address | | FAX # |
| 979-775-2152 | kgreenwood@brazossschool.org | | 979-774-5039 |
| Signature (blue ink preferred) | | Date signed | |

Signature (blue ink preferred)

Date signed

May 12, 2014

Only the legally responsible party may sign this application.

701-14-107-212

Schedule #1—General Information (cont.)

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|-------------------------------------|--------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Capital Outlay (6600/15XX) | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|----------------|--|
|---|----------------|--|

No fiscal-related attachments are required for this grant.

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|--|
|---|---|--|

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|-----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device. |
| 4. | The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home. |
| 5. | The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school. |
| 6. | The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es). |
| 7. | The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation. |
| 8. | The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment. |
| 9. | The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. |
| 10. | The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded. |
| 11. | The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year. |
| 11. | The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan. |
| 12. | The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. |
| 13. | The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016. |
| 14. | The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data. |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Brazos School for Inquiry and Creativity (BSIC) is an open-enrollment charter school that in 2013-2014 has 94% of its population classified as economically disadvantaged. Student demographic reports show that BSIC is providing educational services to 93% minorities (50% Black/African American, 42.89% Hispanic/Latino, 6% White and 0.42 Asian)

During the month of May of 2014, a paper-based survey was administered to students in order to assess out of school technology needs at the elementary grade levels. Of a total of 121 students, grades 3rd to 6th, survey results showed that although 66% of our students do have a computer at home, the computer is shared with others and not necessarily connected to the Internet. For the remaining 34% percent of our students, it could be inferred that their only technology experience or exposure is at the school.

In comparison, as the Connected Texas 2013 Residential Technology Assessment survey states, while 77% of Texans subscribe to home broadband service, our numbers are compatible to the report for the low income households; 55% having adopted broadband.

Elementary school is one of the areas with the greatest need of after school support. Academic achievement at these grades levels show a need for support after school hours. The technology basic skills already established at elementary grades constitute an advantage for the inclusion of a lending program. Parental support present at these early grades is another advantage that could make a lending program successful.

The top five identified needs at the elementary levels are:

1. A BSIC anytime-anywhere technology lending program necessary to access and use electronic instructional materials in order to achieve digital learning.
2. A BSIC anytime-anywhere technology lending program that supports English Language Arts.
3. A BSIC anytime-anywhere technology lending program that supports Mathematics.
4. A BSIC anytime-anywhere technology lending program that supports Science.
5. A BSIC anytime-anywhere technology lending program that supports Social Studies.

Seven staff members are proposed to oversee the execution of the program, including the Superintendent, the District's Technology Director, the three Campus Principals, and the Technology Coordinators at each campus. The milestones of the program include:

- Tablet acquisition,
- Internet services contracted,
- Instructional digital applications evaluated and acquired for the four core curriculum areas
- Instructional digital applications user-guides developed for the four core curriculum areas
- Tablets, Internet services, and applications made available for check-out

All participating campuses will provide feedback through project coordinators monthly meetings. Each campus, via principals and technology specialists' records will be maintained via continuous feedback in proper usage of resources such as check-in check out inventories, copies of student assignments, or Project Share online lesson records. Individual progress reports are recorded in applications such as EBSCO-Britannica, Study Island, or BASI. These reports will be presented during the monthly meetings for discussion.

Previous experiences in technology grants such as the previous version of Technology Lending Grant, T3, and programs such as E-rate, WADA, or Career Tech have given BSIC the expertise required for the successful implementation and coordination of grant funds.. Previous and ongoing technology trainings for teachers and staff will ensure that all participating campuses will be ready for the implementation of this grant. Projected evaluation activities will produce tangible and observable indicators that will enable BSIC to remain committed to the project's success at all participating campuses.

The 248 Elementary students will be served by the BSIC anytime-anywhere lending program. This enhanced program will pay special attention to those students without Internet service at home (55%-137 students). It is expected that as a result of this grant, all elementary students will fully use Digital Content that will enhance their academic level and will prepare them in Technology Applications TEKS and digital citizenship.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Brazos School for Inquiry and Creativity has already implemented electronic instructional materials in the four foundation curriculum subject areas through: (1) McGraw-Hill English Language Arts adoption, (2) Renaissance Mathematics digital content, (3) Science and Technology Applications online textbooks, and (4) Social Science United Streaming-Discovery Learning Content. In order to enhance the BSIC anytime/anywhere lending technology program, the grant funds will be used as follows:

1. Sixty nine tablets for digital content access will be acquired.
2. Sixty nine residential/mobile Internet connections will be contracted.

The Brazos School for Inquiry and Creativity has an established lending program at the middle school level. Eighty-three laptops were purchased with the 2012-2013 Lending Program Grant Funds. This equipment is part of the BSIC lending program serving middle school students through a check-out program at all campuses. This lending grant will expand our lending program to include elementary level. All equipment will be used in a cohesive manner to provide dedicated access to a technology device in ALL CURRICULUM SUBJECT AREAS supporting electronic instructional materials.

The mission of the Brazos School for Inquiry & Creativity is to collaborate with families and the community to provide a nurturing environment that will empower ALL students to be successful learners within a competitive, global society. The vision for technology is that Brazos School students become active, engaged learners and leaders in a technical advancing society. Effective use of technology requires planning, coordinating, and goal setting in utilizing existing technology and merging with advancing technologies. The enhanced lending program aligns with the Texas Education Agency's Long Range Plan for Technology via its district plan which addresses areas of infrastructure, teacher preparation, teaching and learning administrative support system along with technology in the classroom integration. Last year's STAAR results (2012-2013) indicate that the BSIC grade levels with high level of unsatisfactory performance are the elementary school grade levels in all subject areas. In order to ensure equitable access, all campuses have been considered for the targeted grade levels, 1st- 6th grades. Since all campuses include these grade levels, the lending program will encompass the Bryan, Gano-Tidwell, and Southwest campuses and therefore serve our 93% economically disadvantaged population, district-wide.

Classroom management policies and/or practices in ALL CAMPUSES integrate the previous lending program experiences. This means that students and teachers organize in a manner that students have equitable access via rotation of devices and laboratory hours. Usage reports are continuously obtained and analyzed in the implementation of individualized learning plans and digital citizenship is fostered and supported during and after school hours. By the beginning of December 2014, it is planned that ALL teachers will have been fully trained in the usage of digital content and anytime-anywhere technologies. BSIC plans to extend its current technology infrastructure and technology support through this grant, it will provide its current Internet filtering system (Light Speed) in order to provide access to BSIC pre-approved educational digital content, preventing malicious applications and content from gaining access to the devices.

Employee and Student Handbooks include provisions for accountability and proper usage of these technology resources and a lending agreement includes these provisions by reference for check-in and check-out of devices.

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Schedule #6—Program Budget Summary

| County-district number or vendor ID: 021803 | | | Amendment # (for amendments only): | | | |
|---|---|--------------------------|------------------------------------|---------------|---------------------------|--|
| Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32 | | | | | | |
| Grant period: October 1, 2014, to August 31, 2016 | | | Fund code: 410 | | | |
| Budget Summary | | | | | | |
| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost | |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$62,928.00 | \$ | \$62,928.00 | |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$36,570.00 | \$ | \$36,570.00 | |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$ | \$ | \$ | |
| Schedule #11 | Capital Outlay (6600/15XX) | 6600/ 15XX | \$ | \$ | \$ | |
| Total direct costs: | | | \$ | \$ | \$ | |
| Percentage% indirect costs (see note): | | | N/A | \$ | \$ | |
| Grand total of budgeted costs (add all entries in each column): | | | \$99,498.00 | \$ | \$99,498.00 | |
| Administrative Cost Calculation | | | | | | |
| Enter the total grant amount requested: | | | | | \$.00 | |
| Percentage limit on administrative costs established for the program (15%): | | | | | × .15 | |
| Multiply and round down to the nearest whole dollar. Enter the result. | | | | | \$.00 | |
| This is the maximum amount allowable for administrative costs, including indirect costs: | | | | | | |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 021803

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

| Expense Item Description | | Grant Amount Budgeted |
|---|--|-----------------------|
| 6269 | Rental or lease of buildings, space in buildings, or land Specify purpose: | \$.00 |
| 6299 | Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: | \$.00 |
| 62XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other: | \$.00 |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$.00 |

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

| # | Description of Service and Purpose | Check If Subgrant | Grant Amount Budgeted |
|---|------------------------------------|--------------------------|-----------------------|
| 1 | | <input type="checkbox"/> | \$.00 |
| 2 | | <input type="checkbox"/> | \$.00 |
| 3 | | <input type="checkbox"/> | \$.00 |
| 4 | | <input type="checkbox"/> | \$.00 |
| 5 | | <input type="checkbox"/> | \$.00 |
| 6 | | <input type="checkbox"/> | \$.00 |
| 7 | | <input type="checkbox"/> | \$.00 |
| 8 | | <input type="checkbox"/> | \$.00 |
| 9 | | <input type="checkbox"/> | \$.00 |
| 10 | | <input type="checkbox"/> | \$.00 |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: | | | \$ |

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

| | | |
|--|--|--|
| Specify topic/purpose/service: purchase of residential internet for students | | <input type="checkbox"/> Yes, this is a subgrant |
| Describe topic/purpose/service: provide internet at home for lending program | | |
| Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| 1 | Contractor's payroll costs # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | \$ |
| | Contractor's supplies and materials | \$ |
| | Contractor's other operating costs Internet Service – 69 connections x \$38 x 24 mo | \$62,928.00 |
| | Contractor's capital outlay (allowable for subgrants only) | \$ |
| Total budget: | | \$62,928.00 |

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 021803

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

| | | | |
|---------------|--|-----------------|--|
| 2 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$.00 |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$.00 |
| | Contractor's supplies and materials | | \$.00 |
| | Contractor's other operating costs | | \$.00 |
| | Contractor's capital outlay (allowable for subgrants only) | | \$.00 |
| Total budget: | | \$.00 | |
| 3 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$.00 |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$.00 |
| | Contractor's supplies and materials | | \$.00 |
| | Contractor's other operating costs | | \$.00 |
| | Contractor's capital outlay (allowable for subgrants only) | | \$.00 |
| Total budget: | | \$.00 | |
| 4 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$.00 |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$.00 |
| | Contractor's supplies and materials | | \$.00 |
| | Contractor's other operating costs | | \$.00 |
| | Contractor's capital outlay (allowable for subgrants only) | | \$.00 |
| Total budget: | | \$.00 | |
| 5 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$.00 |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$.00 |
| | Contractor's supplies and materials | | \$.00 |
| | Contractor's other operating costs | | \$.00 |
| | Contractor's capital outlay (allowable for subgrants only) | | \$.00 |
| Total budget: | | \$.00 | |

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| Schedule #8—Professional and Contracted Services (6200) | | | |
|---|--|---|--|
| County-District Number or Vendor ID: 021803 | | Amendment number (for amendments only): | |
| Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.) | | | |
| 6 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$.00 |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$.00 |
| | Contractor's supplies and materials | | \$.00 |
| | Contractor's other operating costs | | \$.00 |
| | Contractor's capital outlay (allowable for subgrants only) | | \$.00 |
| Total budget: | | \$.00 | |
| 7 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$.00 |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$.00 |
| | Contractor's supplies and materials | | \$.00 |
| | Contractor's other operating costs | | \$.00 |
| | Contractor's capital outlay (allowable for subgrants only) | | \$.00 |
| Total budget: | | \$.00 | |
| 8 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$.00 |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$.00 |
| | Contractor's supplies and materials | | \$.00 |
| | Contractor's other operating costs | | \$.00 |
| | Contractor's capital outlay (allowable for subgrants only) | | \$.00 |
| Total budget: | | \$.00 | |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000: | | \$62,928.00 | |
| a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval: | | \$.00 | |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: | | \$.00 | |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000: | | \$62,928.00 | |
| d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: | | \$.00 | |
| (Sum of lines a, b, c, and d) Grand total | | \$62,928.00 | |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #9—Supplies and Materials (6300) | | | | | | | |
|--|---|-----------------|-------------------------------------|---|-----------|------------------------------|--|
| County-District Number or Vendor ID: 021803 | | | | Amendment number (for amendments only): | | | |
| Expense Item Description | | | | | | | |
| 63XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: | | | | | Grant Amount Budgeted | |
| | <input type="checkbox"/> | Print shop fees | <input type="checkbox"/> | Technology-related supplies | | \$.00 | |
| | <input type="checkbox"/> | Postage | <input type="checkbox"/> | Other: | | | |
| | <input type="checkbox"/> | Copy paper | <input type="checkbox"/> | Other: | | | |
| 6399 | Technology Hardware—Not Capitalized | | | | | | |
| | # | Type | Purpose | Quantity | Unit Cost | Grant Amount Budgeted | |
| | 1 | Tablets | Personal device for digital content | 69 | \$530.00 | \$36,570 | |
| | 2 | | | | \$ | | |
| | 3 | | | | \$ | | |
| | 4 | | | | \$ | | |
| | 5 | | | | \$ | | |
| 6399 | Technology software—Not capitalized | | | | | \$.00 | |
| 6399 | Supplies and materials associated with advisory council or committee | | | | | \$.00 | |
| Subtotal supplies and materials requiring specific approval: | | | | | | \$.00 | |
| Remaining 6300—Supplies and materials that do not require specific approval: | | | | | | \$.00 | |
| Grand total: | | | | | | \$36,570 | |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| Schedule #10—Other Operating Costs (6400) | | | |
|---|---|---|-----------------------|
| County-District Number or Vendor ID: 021803 | | Amendment number (for amendments only): | |
| Expense Item Description | | | Grant Amount Budgeted |
| 64XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: | | \$.00 |
| | <input type="checkbox"/> ESC-owned vehicle usage | <input type="checkbox"/> Other: | |
| | <input type="checkbox"/> Insurance | <input type="checkbox"/> Other: | |
| 6411 | Out-of-state travel for employees (includes registration fees) | | \$.00 |
| | Specify purpose: | | |
| 6412 | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. | | \$.00 |
| | Specify purpose: | | |
| 6413 | Stipends for non-employees (specific approval required only for nonprofit organizations) | | \$.00 |
| | Specify purpose: | | |
| 6419 | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations | | \$.00 |
| | Specify purpose: | | |
| 6411/ 6419 | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees | | \$.00 |
| | Specify purpose: | | |
| 6429 | Actual losses that could have been covered by permissible insurance | | \$.00 |
| 6490 | Indemnification compensation for loss or damage | | \$.00 |
| 6490 | Advisory council/committee travel or other expenses | | \$.00 |
| 6499 | Membership dues in civic or community organizations (not allowable for university applicants) | | \$.00 |
| | Specify name and purpose of organization: | | |
| 6499 | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) | | \$.00 |
| | Specify purpose: | | |
| Subtotal other operating costs requiring specific approval: | | | \$.00 |
| Remaining 6400—Other operating costs that do not require specific approval: | | | \$.00 |
| Grand total: | | | \$.00 |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| Schedule #11—Capital Outlay (6600/15XX) | | | | | |
|---|---------------------|----------|---|-----------------------|--|
| County-District Number or Vendor ID: 021803 | | | Amendment number (for amendments only): | | |
| 15XX is only for use by charter schools sponsored by a nonprofit organization. | | | | | |
| # | Description/Purpose | Quantity | Unit Cost | Grant Amount Budgeted | |
| 6669/15XX—Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | N/A | N/A | | |
| 66XX/15XX—Technology hardware, capitalized | | | | | |
| 2 | | | \$ | \$.00 | |
| 3 | | | \$ | \$.00 | |
| 4 | | | \$ | \$.00 | |
| 5 | | | \$ | \$.00 | |
| 6 | | | \$ | \$.00 | |
| 7 | | | \$ | \$.00 | |
| 8 | | | \$ | \$.00 | |
| 9 | | | \$ | \$.00 | |
| 10 | | | \$ | \$.00 | |
| 11 | | | \$ | \$.00 | |
| 66XX/15XX—Technology software, capitalized | | | | | |
| 12 | | | \$ | \$.00 | |
| 13 | | | \$ | \$.00 | |
| 14 | | | \$ | \$.00 | |
| 15 | | | \$ | \$.00 | |
| 16 | | | \$ | \$.00 | |
| 17 | | | \$ | \$.00 | |
| 18 | | | \$ | \$.00 | |
| 66XX/15XX—Equipment, furniture, or vehicles | | | | | |
| 19 | | | \$ | \$.00 | |
| 20 | | | \$ | \$.00 | |
| 21 | | | \$ | \$.00 | |
| 22 | | | \$ | \$.00 | |
| 23 | | | \$ | \$.00 | |
| 24 | | | \$ | \$.00 | |
| 25 | | | \$ | \$.00 | |
| 26 | | | \$ | \$.00 | |
| 27 | | | \$ | \$.00 | |
| 28 | | | \$ | \$.00 | |
| 66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life | | | | | |
| 29 | | | | \$.00 | |
| Grand total: | | | | \$.00 | |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 91

| Category | Number | Percentage | Category | Percentage |
|----------------------------------|--------|------------|---|------------|
| African American | 27 | 29.78 | Attendance rate | 95.0 |
| Hispanic | 50 | 54.9 | Annual dropout rate (Gr 9-12) | 0 |
| White | 12 | 13.2 | TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator) | DNA |
| Asian | 0 | 0 | TAKS commended 2011 performance, all tests (sum of all grades tested) | DNA |
| Economically disadvantaged | 80 | 87.9 | Students taking the ACT and/or SAT | DNA |
| Limited English proficient (LEP) | 0 | 0 | Average SAT score (number value, not a percentage) | DNA |
| Disciplinary placements | 0 | 0% | Average ACT score (number value, not a percentage) | DNA |

Comments: Campus # 021803001 "Bryan Campus"**Total enrollment: 89**

| Category | Number | Percentage | Category | Percentage |
|----------------------------------|--------|------------|---|------------|
| African American | 35 | 39.3 | Attendance rate | DNA |
| Hispanic | 52 | 58.4 | Annual dropout rate (Gr 9-12) | DNA |
| White | 2 | 2.2 | TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator) | DNA |
| Asian | 0 | 0 | TAKS commended 2011 performance, all tests (sum of all grades tested) | DNA |
| Economically disadvantaged | 89 | 100.0 | Students taking the ACT and/or SAT | DNA |
| Limited English proficient (LEP) | 33 | 37.1 | Average SAT score (number value, not a percentage) | DNA |
| Disciplinary placements | 0 | 0 | Average ACT score (number value, not a percentage) | DNA |

Comments: Campus # 021803102 "Gano/Tidwell Campus"**For TEA Use Only**

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazos School for Inquiry and Creativity (BSIC) is an open-enrollment charter school that in 2013-2014 has 94% of its population classified as economically disadvantaged. Student demographic reports show that BSIC is providing educational services to 93% minorities (50% Black/African American, and 42.89% Hispanic/Latino, 6% White and 0.42 Asian)

The BSIC strives to meet the individual needs of each student incorporating extensive use of technology. To this end, we utilize several electronic resources such as Gaggie (E-mail system); Project Share; Study Island; Renaissance's Accelerated Reader and Early Literacy; Pearson's Basic Achievement Skills Inventory (BASI), Novanet and GradPoint; Reading Eggs; ESL Reading Smart; Britannica and EBSCO (as part of the Digital Knowledge Central), covering the four core subject areas of the Texas Essential Knowledge and Skills (TEKS) within the entire PreK-12 spectrum. We have also adopted science instructional materials made available exclusively on-line through the State-Adopted Subject Areas Instructional Materials. These resources are at the disposal of teachers and students during school hours at the elementary grade levels.

During the month of May of 2014, a paper-based survey was applied, in order to assess out of school technology needs at the elementary grade levels. Of a total of 121 students, grades 3rd to 6th we obtained the following results:

| Question | Computer @Home | Type of Internet Service @ Home | Smart Phone to Connect to Internet | Student Usage of Internet |
|----------|-----------------|--|------------------------------------|---|
| Results | No-34%, Yes-66% | Do not have-19%, Dial-up-3%, Cable-41%, Not sure-36% | No-38%, Yes-62% | Daily-30%, Multiple /week-25%, Rarely-23%, Not sure-22% |

These survey results show that although 66% of our students do have a computer at home, the computer is shared with others and not necessarily connected to the Internet. For the remaining 34% percent of our students, it could be inferred that their only technology experience or exposure is at the school. In comparison, as the Connected Texas 2013 Residential Technology Assessment survey states, while 77% of Texans subscribe to home broadband service, our numbers are compatible to the report for the low income households; 55% having adopted broadband.

We have also found that our challenge resides in involvement and engagement of students beyond the school hours. Our past TAKS and STAAR results show that students with the worst performance results are those in need of after school engagement with academic work. *Unfortunately, after the first TLP support, we have been unable to participate in more Internet enabling technology lending program due to our budgetary limitations; students who don't have Internet access at home lack any supplemental support that may help them advance in their academic success.*

Elementary school is one of the areas with the greatest need of after school support. The technology basic skills already established at elementary grades constitute an advantage for the inclusion of a lending program. Parental support still present at these grades is another advantage that could make a lending program successful.

Due to the diversity of digital content resources that the Brazos School for Inquiry and Creativity has already adopted, BSIC is in need of personal devices with the greatest versatility that could adapt easily to all applications, tablets and netbooks are the solution.

In terms of student mobility, through transportation reports, BSIC has identified that many students are not only disengaged of any academic work after school but in some cases they don't return to the place where they were picked up in the morning, the reason being that they go to friends, their grandparents or other extended family members after school. In order to have accessible Broadband Internet service available to students, BSIC students are in need of a highly mobile anytime-anywhere solution. The BSIC lending program could benefit from 3G/4G wireless Internet connections for residential access.

In summary the BSIC lending program, hereafter also referred as the Brazos School for Inquiry and Creativity "Anytime-Anywhere Learning Technology Program" at the Elementary Level provides access to digital content emphasizing the core curriculum areas for the benefit of student digital citizenship and academic performance.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|--|--|
| 1. | To provide a BSIC Anytime-Anywhere Technology Lending program to loan ELEMENTARY students the equipment necessary to access and use electronic instructional materials in order to achieve digital learning as envisioned by the Long-Range Plan for Technology 2006-2020. | The implementation of the TLPG 2014 award will effectively provide anytime-anywhere and any device access to digital tools and resources through robust and safe connectivity. It will ensure proper accessibility of ELEMENTARY BSIC students, the targeted population, in order to achieve the desired digital learning level as envisioned in the Long-Range Plan for Technology 2006-2020. This implementation will positively influence academic performance, STaR Chart levels, and enhance the existing TLPG. |
| 2. | To implement an anytime/anywhere technology lending program for English Language Arts at the elementary grade levels. | The implementation of the TLPG 2014 award will effectively support ELA instructional digital learning with tablets, including applications, user guides for these applications, and availability of tablets for check-out at the elementary school levels. This implementation will positively influence academic performance, STaR Chart levels, and enhance the existing TLPG. |
| 3. | To implement an anytime/anywhere technology lending program for Mathematics at the elementary grade levels. | The implementation of the TLPG 2014 award will effectively support Mathematics instructional digital learning with tablets, including applications, user guides for these applications, and availability of tablets for check-out at the elementary school levels. This implementation will positively influence academic performance, STaR Chart levels, and enhance the existing TLPG. |
| 4. | To implement an anytime/anywhere technology lending program for Science at the elementary grade levels. | The implementation of the TLPG 2014 award will effectively support Science instructional digital learning with tablets, including applications, user guides for these applications, and availability of tablets for check-out at the elementary school levels. This implementation will positively influence academic performance, STaR Chart levels, and enhance the existing TLPG. |
| 5. | To implement an anytime/anywhere technology lending program for Social Studies at the elementary grade levels. | The implementation of the TLPG 2014 award will effectively support Social Studies instructional digital learning with tablets, including applications, user guides for these applications, and availability of tablets for check-out at the elementary school levels. This implementation will positively influence academic performance, STaR Chart levels, and enhance the existing TLPG. |

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Schedule #14—Management Plan

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|------------------------------------|---|
| 1. | Project Coordinators | Dr. Katy Greenwood has ample experience in grant administration and Jesus Lujan has successfully implemented multiple grants such as E-rate (last 9 years), WADA funds, T3 grant. |
| 2. | SW Campus Project Coordinator | Ms. Tiffany Rock, SW Campus Principal, will serve as campus leader, responsible of overseeing the proper execution and teacher involvement in the project at the SW campus. |
| 3. | Tidwell Campus Project Coordinator | Mr. Barry Ward, Tidwell Campus Principal, will serve as campus leader, responsible of overseeing the proper execution and teacher involvement in the project at the Tidwell campus. |
| 4. | Bryan Campus Project Coordinator | Mr. Chris Osgood, Bryan Campus Principal, will serve as campus leader, responsible of overseeing the proper execution and teacher involvement in the project at the Bryan campus. |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|--|---|----------------|--------------|
| 1. | To provide a BSIC anytime-anywhere technology lending program. | 1. Tablets purchased | 10/01/2014 | 10/15/2014 |
| | | 2. Internet services contracted | 10/01/2014 | 08/31/2016 |
| | | 3. Devices imaged according to their specific requirements and configured for Internet services | 10/01/2014 | 11/17/2014 |
| 2. | To implement a technology lending program for English Language Arts. | 1. Instructional digital learning ELA applications for tablets evaluated and acquired. | 10/01/2014 | 11/17/2014 |
| | | 2. User software guide for ELA tablet applications, based on TEKS, developed. | 10/01/2014 | 11/17/2014 |
| | | 3. Tablets, ELA applications, Internet and user guides made available to check out. | 10/01/2014 | 11/17/2014 |
| 3. | To implement a technology lending program for Mathematics. | 1. Instructional digital learning Math applications for tablets evaluated and acquired. | 10/01/2014 | 11/17/2014 |
| | | 2. User software guide for Math tablet applications, based on TEKS, developed. | 10/01/2014 | 11/17/2014 |
| | | 3. Tablets, Math applications, Internet and Math user guides available to check out. | 10/01/2014 | 11/17/2014 |
| 4. | To implement a technology lending program for Science. | 1. Instructional digital learning Science applications for tablets evaluated and acquired. | 10/01/2014 | 11/17/2014 |
| | | 2. User software guide for Science tablet applications, based on TEKS, developed. | 10/01/2014 | 11/17/2014 |
| | | 3. Tablets, Science applications, and Science user guides made available to check out. | 10/01/2014 | 11/17/2014 |
| 5. | To implement a technology lending program for Social Studies. | 1. Instructional digital learning Science applications for tablets evaluated and acquired. | 10/01/2014 | 11/17/2014 |
| | | 2. User software guide for Science tablet applications, based on TEKS, developed. | 10/01/2014 | 11/17/2014 |
| | | 3. Tablets, Science applications, Internet and Science user guides made available to check out. | 10/01/2014 | 11/17/2014 |

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All participating campuses provide feedback through project coordinator's monthly meetings. Each campus, via principals and technology specialists' records are maintained via continuous feedback in proper usage of resources such as check-in check out inventories, copies of student assignments, or Project Share online lesson records.

Individual progress reports are recorded in applications such as EBSCO-Britannica, Study Island, or BASI. These reports will be presented during the monthly meetings for discussion.

Brazos School for Inquiry and Creativity anytime-anywhere learning technology program will also implement research procedures for continuous improvement. These include observations protocols and surveys of teachers and student's digital content use and applications in a pre- and post-intervention fashion. One example is an observation protocol developed for assessing proper EBSCO-Britannica use in information search for homework assignments. As a result, students at the elementary school are capable of looking for reputed information that is enhancing their academic level and preparing them in the Technology Applications TEKS and digital citizenship.

Another example of research procedures for continuous improvement is the developed surveys where teachers and students' voices are heard for the betterment of the project. These monthly feedbacks include these students and teachers' perspectives.

Mr. Jesus Lujan, Mr. Veron Benton, and Mr. Robles constitute the technology front for the coordination of the lending program. Mr. Chris Osgood, Ms. Tiffany Rock, and Mr. Barry Ward constitute the logistics and administrative leadership of the lending program.

The grant coordinators, Dr. Katy Greenwood and Mr. Lujan will keep a record of all information provided and coordinate with each campus the improvement of the efforts. The grant coordinator also will schedule the monthly meetings and keeps track of all agreed tasks.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazos School for Inquiry and Creativity has made extensive efforts to integrate technology into the classroom. BSIC's current Technology Learning Plan emphasizes use of technology, such as upgraded technology infrastructure, staff and teacher technology training, and allows access to parents and community providing the most productive working and learning environment for students and staff. BSIC was previously a T3 grant recipient. The T3 allowed BSIC to provide 36 hours of training for BSIC staff and teachers and allowed the STaR Chart Advanced Tech stage achievement. In addition, BSIC equipped all classrooms with multimedia projectors, tablet presenters, document cameras (ELMOS), and mobile laptop computer laboratories enabling all classrooms to be 21st century learning environments. Moreover, in 2012 BSIC was a Technology Lending Grant recipient, providing 83 laptops with Internet access for Middle School students.

According to the Social Science Research Council (Broadband adoption in low-income communities, Report of 2010), broadband services constitute a requirement for socio-economic inclusion, not an outcome of it. Therefore and also in accordance to the Long-Range Plan for Technology, 2006-2020, the Brazos School for Inquiry and Creativity's natural next step is to extend our technology resources to students at home via the Lending Program Grant at the Elementary Levels.

Previous experiences in technology grants such the Technology Lending Grant, T3, and programs such as E-rate, WADA, or Career Tech have given BSIC the expertise required in the successful implementation and coordination of grant funds. Such previous grants have paved the way for the implementation of the BSIC anytime-anywhere learning technology program at the Elementary level. Previous and ongoing technology trainings for teachers and staff will ensure that all participating campuses will be ready for the implementation of this grant. Projected evaluation activities will produce tangible and observable indicators that will enable BSIC to remain committed to the project's success at all participating campuses.

In summary BSIC is ready, prepared, and with the sufficient expertise to provide an equitable lending program to Elementary School students in the Bryan, Gano-Tidwell and SW campuses.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|---|--|---|
| 1. | Sign-in sheets, minutes, and observations protocols | 1. | Teacher training sign-in sheets |
| | | 2. | Sign-in sheets and minutes of project coordinators and teachers meetings |
| | | 3. | Observations protocols of teacher trainings |
| | | 4. | Observations protocols of student usage (from teachers and project coordinators). Pre and Post-Project intervention |
| 2. | Student assignment records | 1. | Copies of student assignments. |
| | | 2. | Record of student online interaction and communications. |
| 3. | Anytime-anywhere technologies reports | 1. | Light Speed usage reports |
| | | 2. | Lending program check-in & check-out sheets |
| | | 3. | EBSCO, Britannica and other applications usage reports |
| 4. | Digital Content and Project Share records | 1. | Digital Content/Project Share teacher and staff communications records |
| | | 2. | Digital Content/Project Share online lessons records |
| | | 3. | Digital Content/Project Share district interface record |
| 5. | Individual progress reports and surveys | 1. | Students' progress reports (Report Cards, STAAR tests) |
| | | 2. | Student, Teacher, and Project Coordinators online surveys |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 248 Elementary students will be served by the BSIC anytime-anywhere lending program. This enhanced program will pay special attention to those students without Internet service at home (55%-137 students). It is expected that as a result of this grant, all elementary students will fully use Digital Content that will enhance their academic level and will prepare them in Technology Applications TEKS and digital citizenship.

The data collection and problem correction mechanisms that identify and correct problems start with the consistent participation of all the project coordinators in monthly meetings for the purpose of evaluating the project's progress. The following number points address the specific strategies for continuous problem correction:

1. The project coordinator maintains a folder with all the sign-in sheets, minutes, and observation protocols produced for the duration of the project; paying special attention to teachers and students who might seem disengaged. The disengaged participants are approached by the campus coordinators.
2. The project coordinator is also the administrator of the District's Digital Content, therefore produces and maintains monthly reports of Digital Content to be presented in the monthly meetings. He monitors the teacher and the student progress in activities and assignments.
3. The campus technology coordinators monitor closely the usage of check-in and check-out technology sheets and software as well as technology application reports (such as Reading Eggs) in order to identify potential problems.
4. The district technology coordinator facilitates technology logs of websites and usage of anytime-anywhere technologies, including most visited websites and hours of usage inside and outside school. Through these reports any misuse is promptly identified, addressed and corrected.
5. The campus principals monitor teachers' leadership and involvement in the creation of the anytime-anywhere culture and use of Digital Content in their campus via aforementioned reports, their personal observations, and the monthly meetings.

The strengths and weaknesses of the project are identified and addressed on a monthly basis, allowing time to correct and motivate successful strategies. However, members of the project coordination team maintain continuous communications in matters related to the lending program.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazos School for Inquiry and Creativity has already implemented electronic instructional materials in the four foundation curriculum subject areas through: (1) McGraw-Hill English Language Arts adoption, (2) Renaissance Mathematics digital content, (3) Science and Technology Applications online textbooks, and (4) Social Science United Streaming-Discovery Learning Content.

In order to enhance the BSIC anytime/anywhere lending technology program, the grant funds will be used as follows:

3. Sixty nine tablets for digital content access will be acquired.
4. Sixty nine residential/mobile Internet connections will be contracted.

The design and implementation of the lending program involve the following steps:

- Step 1. Teacher training in the usage of anytime-anywhere learning technologies, including updated Project Share sessions for implementation of the learning environment.
- Step 2. Establishment of teacher rotating schedule for check-out equipment.
- Step 3. Inclusion of serial number bar codes in current's software inventory for the purpose of the check-out check-in process.
- Step 4. Installation of maintenance free software and provisions.
- Step 5. Establishment of the Technology Lending agreement signed by parents and teachers.
- Step 6. Scheduling of project coordinators monthly meetings.
- Step 7. Pre-intervention data collection (surveys and observations protocols).
- Step 8. Continuous data collection (usage records, copies of assignments) for problem correction.
- Step 9. Ongoing technology monitoring for maintenance free support.
- Step 10. Submission of progress reports by the general project coordinator.
- Step 11. Post-intervention data collection for summative evaluation

Elementary school at all campuses will be served through this grant. All subject areas are included (Mathematics, English Language Arts, Science, and Social Studies). All elementary school students will be served; equitable access is assured, regardless of socioeconomic status or learning disability.

Non grant funds will be used in the training of teachers who have not participated in previous technology trainings but who have been recruited considering their level of technology expertise, already trained elementary teachers will also participate in these trainings as a point of entry for this grant.

BSIC has successful experience with technology grants (T3, E-rate, WADA) that have equipped all existing classrooms with the latest instructional technologies. The previous version of the technology lending grant provided access to middle school students. The natural next step for BSIC is to provide after school access to elementary school students as well., providing an enhancement to the current lending program.

BSIC will monitor and support the enhanced lending program via key staff (principals and technology specialist personnel) at each campus. It will also make use of maintenance free solutions such as on line back up, and Light Speed.Accountability provisions are also considered based on the current's technology and Internet policies and via a Technology Lending Agreement..

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Brazos School for Inquiry and Creativity has an established lending program for Middle School, grades 7-8-9. Eighty-three laptops were purchased with the 2012-2013 Lending Program Grant Funds, exclusive for Middle School students. This equipment is part of the BSIC lending program serving middle school students through a check-out program at all campuses. Therefore ALL CAMPUSES HAVE AN ESTABLISHED TECHNOLOGY LENDING PROGRAM at the middle school levels.

This grant will expand that coverage the Elementary campuses, grades First through Sixth grades, District Wide. All equipment will be used in a cohesive manner to provide dedicated access to a technology device in ALL CURRICULUM SUBJECT AREAS supporting electronic instructional materials.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 021803

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of the Brazos School for Inquiry & Creativity is to collaborate with families and the community to provide a nurturing environment that will empower ALL students to be successful learners within a competitive, global society. (www.thebrazoschool.org)

The vision for technology is that Brazos School students become active engaged learners and leaders in a technical advancing society. Effective use of technology requires planning, coordinating, and goal setting in utilizing existing technology and merging with advancing technologies. The enhanced lending program aligns with the Texas Education Agency's Long Range Plan for Technology via its district plan which addresses areas of infrastructure, teacher preparation, teaching and learning administrative support system along with technology in the classroom integration. Teachers and administrators have completed the STaR Charts- School Technology and Readiness surveys to analyze the effectiveness and utilization of existing technology components. As required for technology and e-rate funding, a new three year plan (2011-2014) for technology was filed during the 2011-2012. (BSIC District improvement plan 2012-2013)

The Lending Program aligns with BSIC goals:

Goal 3: The student learning needs in The Brazos School for Inquiry and Creativity will be met with distance learning and other Information technologies

Objective 3.1: Increase the integration of technology into the curriculum to ensure that 75% of the lessons offered at BSIC are technology integrated by 2014

LRPT Category: Teaching and Learning

E-Rate Correlates: ER01 ER02

NCLB Correlates: 01 02 03 04a 04b 05 06 07 08 09 10 11 12

Strategy 3.1.5: Make the technology and curriculum created at BSIC available to the students, staff and community using our technology resources in order to Build student, staff and community support for anytime, anywhere Internet access through collaborative planning, education, public information, **lending programs** and other means.

State: Original

Status: Planned

Timeline: 1 Year (2013)

Person(s) Responsible: Superintendent, Principals, Teachers and Technology Coordinator

Evidence: BSIC's technology curriculum on line

Comments: LRPT Correlates: I03, TL09, TL12, TL13, TL14, TL15, TL16

(BRAZOS SCHOOL FOR INQUIRY & CREATIVITY Technology Plan for E-Rate Year 16 2011 – 2014)

Goal 1: The Brazos School for Inquiry and Creativity will have high quality telecommunications and information technologies for teaching, learning, and district and campus operation.

Objective 1.1: There will be a 100% increase in the number of the student classrooms, labs, offices and libraries, connected to high quality Internet, telecommunication services and information technologies at the end of the second year of the BSIC Long-Range Technology plan.

LRPT Category: Infrastructure for Technology

E-Rate Correlates: ER01 ER02

NCLB Correlates: 01 02 03 04a 04b 05 06 07 08 09 10 11 12

Strategy 1.1.5: Acquire/Install/upgrade computer projectors, **Tablets**, smart boards.

State: Original

Status: Planned

Timeline: 1 month (Aug-2014) 1 Month (Aug-2016)

Person(s) Responsible: Superintendent Principals, Technology Coordinator

Evidence: Invoices and Reports that teachers and administrators are utilizing projectors, **Tablets** and smart boards to educate their students.

Comments: LRPT Correlates: I03, I05, I09

(BRAZOS SCHOOL FOR INQUIRY & CREATIVITY Technology Plan for E-Rate Year 17 2014 – 2017)

Schedule #17—Responses to TEA Program Requirements**For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 021803

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Brazos School for Inquiry and Creativity (BSIC) anytime-anywhere enhanced learning technology program prioritize elementary school students at all campuses. Our demographic information (2012 snapshot) is as follows:

Bryan Economically Disadvantaged Population---87.9%

Gano-Tidwell Economically Disadvantaged Population---100%

SW Economically Disadvantaged Population—94.6%

Of the current total enrollment of 278 students at the elementary levels, it is known that 55% (137 students) have no Internet access at home; therefore the 69 tablets will be equitably divided among all campuses in accordance to their reported lack of Internet access at home.

Last year's STAAR results (2012-2013) indicate that the BSIC grade levels with high level of unsatisfactory performance are the elementary school grade levels in all subject areas. Moreover, elementary school provides the best opportunity for the implementation of a successful lending program in terms of student little drop-out ratios and parental support. This places elementary school at a high need of equipment after school.

In order to ensure equitable access, all campuses have been considered for the targeted grade levels, 1st- 6th grades. Since all campuses include these grade levels, the lending program will encompass the Bryan, Tidwell, and Southwest campuses with no exclusions of economically disadvantaged students and students with disabilities.

This grant will encourage a BSIC culture of assignments and homework based on technology; project based learning, and guided inquiry.

BSIC plan is to ensure lending equipment that is proportional to elementary campus enrollment. For this purpose and based on BSIC PEIMS snapshot numbers, the following list shows the number of units that will be available at every campus:

1. Bryan campus, 22 units
2. Gano-Tidwell campus, 37 units
3. Southwest campus, 10 units

BSIC will assign units proportionally to each campus if the number of students varies from the 2013-2014 academic year to the 2014-2015 and 2015-2016 school years.

Schedule #17—Responses to TEA Program Requirements (cont.)

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County-district number or vendor ID: 021803

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Brazos School for Inquiry and Creativity has adopted digital content in the four foundational subject areas, English Language Arts, Mathematics, Science, and Social Studies. This digital content includes but is not limited to:

- Project Share,
- Study Island,
- Renaissance's Accelerated Reader and Early Literacy,
- Pearson's Basic Achievement Skills Inventory (BASI),
- Novanet and GradPoint,
- Reading Eggs,
- ESL Reading Smart,
- Britannica and EBSCO (as part of the Digital Knowledge Central),
- Electronic Instructional Materials (online textbooks and supplemental materials) adopted in each foundational subject area.

At the elementary grade levels, current practices at each campus involve the use of these resources in-school and during school hours.

At the middle school grade levels, current practices also involve out-of-school check-out for students who have Internet service at home. For middle school students who don't have Internet service at home, they involve the use of digital content that can be uploaded in school for assignments after school hours.

Classroom management policies and/or practices in ALL CAMPUSES integrate the previous lending program experiences. This means that students and teachers organize in a manner that students have equitable access via rotation of devices and laboratory hours. Usage reports are continuously obtained and analyzed in the implementation of individualized learning plans and digital citizenship is fostered and supported during and after school hours.

Students are provided with technology exposure at all levels of education (PreK-12th grade), almost in a 1:1 fashion but limited to in-school hours and out-of-school restricted to middle school. Classroom management practices and policies are already established and permanently maintained. They 100% align with the BSIC anywhere-anytime lending program.

Schedule #17—Responses to TEA Program Requirements (cont.)

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County-district number or vendor ID: 021803

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Brazos School for Inquiry and Creativity has adopted digital content in the four foundations subject areas in the following manner:

English Language Arts (Gaggle and Project Share as platforms):

- McGraw-Hill instructional materials adoption (K-12th grade)
- Reading Eggs (PreK-6th)
- ESL Reading Smart (4th-12th)
- Renaissance Accelerated Reader (K-12th) and Renaissance Early Literacy (1st & 2nd)
- Britannica (PreK-12th) & EBSCO (K-12th) through Digital Knowledge Central (DKC)
- Study Island (PreK-12th)
- Pearson's BASI (2nd-8th grade)
- Discovery Learning (PK-12th) & NovaNET (High School)

Mathematics (Gaggle and Project Share as platforms):

- McGraw-Hill and Reinhart instructional materials adoption (K-12th grade)
- Britannica (PreK-12th) & EBSCO (K-12th) through Digital Knowledge Central (DKC)
- Study Island (PreK-12th)
- Pearson's BASI (2nd-8th grade) & GradPoint (6th-12th grades)
- Discovery Learning (PK-12th) & NovaNET (High School)

Science (Gaggle and Project Share as platforms):

- Discovery Education (5th-8th) & SciTEX (5th-12th)
- Britannica (PreK-12th) & EBSCO (K-12th) through Digital Knowledge Central (DKC)
- Study Island (PreK-12th)
- Pearson's BASI (2nd-8th grade) & GradPoint (6th-12th grades)
- Discovery Learning (PK-12th) & NovaNet (High School)

Social Studies (Gaggle and Project Share as platforms):

- Study Island (PreK-12th)
- Britannica (PreK-12th) & EBSCO (K-12th) through Digital Knowledge Central (DKC)
- Study Island (PreK-12th)
- Discovery Learning (PK-12th) & NovaNet (High School)

In addition, future electronic instructional materials adoptions, for example Mathematics and Science, will occur during the life of the technology lending grant, this ensures immediate implementation through the technology lending program.

Schedule #17—Responses to TEA Program Requirements (cont.)

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| County-district number or vendor ID: 021803 | Amendment # (for amendments only): |
| <p>TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>By the spring of 2014, eighty percent of the Brazos School for Inquiry and Creativity teachers have already participated in technology integration trainings producing successful indicators. By the end of the T3 grant (2009-2011), these participating teachers have accumulated 36 hours of online (via Learn Key) and face-to-face workshops including the Microsoft Office suite, Project Share, EBSCO, Britannica, and 21st century classroom technologies such as Discovery Learning, the ELMO, the Projector, and the Tablet Presenters. A preliminary result of this training was the advancement of BSIC in one level of the STaR Chart as well as the Region 6 mention as the highest user of Discovery Learning resources among subscribed Charter and Private Schools.</p> <p>During the first lending program, there were a number of digital content trainings scheduled. The first two days of orientation (beginning of school year), included a hands-on review of Project Share (and introduction to those unfamiliar), EBSCO-Britannica, and Tablet Presenters. In addition, for those needing extra help in word processing, and other Microsoft Office tools, Learn Key (online learning) were made available. All teachers completed at least 9 additional hours of professional development hours related to technology integration during the 2012-2013 academic year. The same type of training will occur for this enhanced lending program, at the beginning of the school year and for the first three months.</p> <p>By the beginning of December 2014, it is planned that ALL teachers have been fully trained in the usage of digital content and anytime-anywhere technologies. These trainings are planned to be hands-on so by mid-January 2015, the anywhere-anytime enhanced lending program will be fully developed. None of these professional development initiatives will be funded by this grant.</p> | |

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| <p>TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Brazos School for Inquiry and Creativity plans to extend current technology infrastructure through this grant via enabling access to elementary students to its network at home. Our current technology infrastructure consists of filtered Internet access in compliance with the Child Internet Protection Act (CIPA) that allows access to several online educational tools such as databases, math and science online resources, Discovery Learning, Study Island, among others.</p> <p>This lending grant will allow BSIC elementary school students to have access to these tools at home. In order to achieve this goal BSIC will acquire tablets and a wireless broadband Internet connection per device to allow anytime/anywhere education. BSIC will provide its current Internet filtering system (Light Speed) in order to provide access to BSIC pre-approved educational digital content preventing malicious applications and content from gaining access to the devices.</p> |
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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Transportation reports of the Brazos School for Inquiry and Creativity indicate that our students are constantly moving. In some cases, the pick-up is not the returning spot because students go to friends, their grandparents, and other extended family members after school. In addition, each year rates of mailing communications provide information that at least 25% of students move out of their recorded residence. The same occurs with recorded telephone numbers.

In order to provide Broadband Internet service, BSIC plans to contract 69 wireless Internet 3G/4G connections via this grant. The 3G/4G technology will allow an interactive, more productive learning working environment for students almost anywhere at any given time. This technology solution will not only allow students to work from their homes but from almost any other place they travel at the same cost that a Broadband residential service.

BSIC will be responsible for providing the infrastructure for a safe, in CIPA compliance, anytime/anywhere distance learning environment through the following process:

- Step 1 Student turns on the computer and the account manager initiates the user session.
- Step 2 The Internet connection is enabled and the Broadband Internet provider contacts the Light Speed filtering server
- Step 3 Students perform academic tasks, save their work and turn off the equipment.
- Step 4 Steps 1 through 3 reiterates for the same or different student and it is only interrupted by the three month maintenance or in the event of a problem.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BSIC technology group will provide technical support in an as-needed basis installing system restore software in the computers for free maintenance such as on line back up.

BSIC extensively uses several digital resources including the Microsoft Office Suite (Excel, Word, Power Point). Via Live.edu, the personal mobile devices provided by this grant will have access to this Microsoft Office Suite through the cloud. BSIC students already have Gaggie e-mail accounts thus this grant will enhance the established communications between students and teachers for specific educational assignments at home.

In accordance to state technology policies, we have adopted Project Share as our teacher interface and collaborative platform. Through this grant, BSIC will be able to implement a Project Share platform accessible to students at home allowing homework assignments to be taken care of.

Teachers will be a key factor in the success of this grant and will team with the campus technology specialists and principals in the monitoring and support of the devices.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 021803

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant will be administered on participating campuses extending our current inventory system to accommodate all devices to be purchased by this grant. Campus technology specialists will be responsible for the check-in check out process in response to teacher and student needs. Such inventory system will be provided by BSIC using non-grant funds.

The check-in check out process will involve the following steps:

- Step 1 Teachers have a pre-established schedule for lending equipment to their students. This means that participating teachers at all campuses will have an assigned schedule for lending equipment (once a week) that will be rotated. Teachers are responsible to accommodate assignments and homework based on this schedule in order to maintain proper use and focus during the lending time. Teachers who wish to change their schedule may do so by talking to the teacher who has the take-home computers assigned on the desired date. Records will be maintained in order to monitor what teacher is responsible for the assignments.
- Step 2 Before students can take home the computer, the technology specialist at each campus (member of the project team) will inventory the equipment and will record the student who has been assigned for each computer. By the end of the assignment, the technology specialist will also record the return of the equipment. Students are responsible to report any damage or software problem before they receive the equipment.
- Step 3 A new teacher is assigned with the lending equipment and step 1 and step 2 are repeated.

In order to maintain the technology lending equipment in proper working condition BSIC technology specialists will provide all tools and software to establish a free maintenance device. The free maintenance device process involves the following technology solutions:

- a) System restore software-Back up This solution prevents students from changing configuration of equipment. Once the computer is shut off, all existing configuration is automatically restored.
- b) Light Speed Filtering This solution filters and monitors student usage of equipment. Light Speed continuously maintains a list of websites that are safe for children and teenagers in accordance with the Child Internet Protection Act (CIPA).
- c) Light Speed This solution ensures that malicious software is blocked before infecting the computer.

The above technology solutions are part of the proven solutions that keeps BSIC infrastructure in proper working condition. They will all be provided by BSIC with non-grant funds. All devices provided by this grant will be part of the bi-annual preventive maintenance services already established at BSIC campuses.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 021803

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazos School for Inquiry and Creativity already has a well implemented inventory system of electronic resources. It is based on serial number bar codes assigned to campuses, classrooms and teachers. This system is going to be extended to the equipment provided by this grant. An inventory for check-in and check-out will be maintained at each campus in order to keep track of the whereabouts of each device at any given time.

Employee and Student handbooks include provisions for accountability and proper usage of these technology resources. A lending agreement (explained below) will include these provisions by reference.

Since BSIC have a previous lending program implemented, BSIC have developed a lending policy and agreement to be signed by students and parents prior to the first check-out (see below). Campus technology specialists will report any misuse of the equipment and will be in constant communications with teachers, students, and parents to ensure the proper working condition of the equipment.

Anything purchased through this grant will be evaluated for insurance coverage based on existing policies for coverage of capital versus non-capital technology outlays. Our internal policies assure safe-keeping of all equipment.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to the Internet Permission Form signed by parents, the Student Handbook that includes the Educational Technology and Acceptable Use and the Student Internet Safety Policy Agreement, the BSIC has developed the following Technology Lending Agreement to be implemented for this grant:

| | |
|---------------------------|--|
| Term | You will comply at all time with the Brazos School for Inquiry and Creativity (BSIC) Acceptable Use Policy, incorporated by reference and made a part hereof for all purposes. Any failure to comply will terminate your rights of possession effectively immediately and the District may repossess the property. |
| Title | Legal title to the property is in the District and shall at all times remain in the District. Your right of possession and use is limited to and conditioned upon your full and complete compliance with this Agreement and the Student Handbook. |
| Loss or Damaged | If the property is damaged, lost or stolen, you are responsible for the reasonable cost of repair or its fair market value on the date of loss. Loss of theft of the property must be reported to the District by the next school day after the occurrence. |
| Repossession | If you don't timely and fully comply with all terms of this Agreement and the Student Handbook, including the timely return of the property, the District shall be entitled to declare you in default and come to your place of residence, or other location of property, to take possession of the property. |
| Terms of Agreement | Your right to use and possess the property terminates no later than the last day of the school year unless earlier terminated by the District or upon withdrawal from the District. |
| Appropriation | Your failure to timely return the property and the continued use of it for non-school purposes without the District's consent may be considered unlawful appropriation of the District's property. |

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